






How behaviour is managed at Milborne St Andrew First School

A guide for parents

Below is a table illustrating how behaviour is managed across our school. Each class has their own version of the pictures displayed in their classroom. The children move their own names up or down the levels. The children begin each morning and afternoon on the sunshine. This behaviour policy is also consistently adopted in both breakfast and after school club.

| | Classroom picture | Learning behaviour | Possible Rewards and consequences |
|-----------|---|--|--|
| Level 3-4 |  | Exceptional demonstration of subject learning or learning behaviour (linked to DASP caterpillars or class charter) Consistently on rainbow. | L4 - Potential nomination for star of the term - receive MSAFS cup. Shared with parents. L3 - Head teacher award - (see HT and given a sticker). Shared with parents via tapestry. Potential nomination as weekly learner for Friday assembly. Children spend Dojos. |
| Level 2 |  | Excellent demonstration of subject learning or learning behaviour (linked to DASP caterpillars or class charter) | Dojo points given. Work/behaviour shared with other member of staff |
| Level 1 |  | Following the agreed class charter and DASP caterpillars | Class verbal praise and positive language |
| Level 1 | | Not following the class charter | Verbal redirection to task |
| Level 2 |  | Not responding to first warning. | Informal warning and positive redirection |
| Level 3-4 |  | Consistent Level 1-2 behaviour. See unacceptable behaviour | L3 - Formal warning. Reflection time on reflection spot. Time 'paid back' through loss of equivalent playtime. Where behaviour is repeated, contact parents. L4 - At child's class teacher's discretion: child sent to HT or senior member of staff. Contact home by class teacher. |
| Level 5 | | Consistent level 3-4 behaviour Serious breaches of behaviour | At child's class teacher's discretion: child to HT or senior member of staff. Direct communication home. Dependent on the nature of behaviour: temporary exclusion (internal or external) linked to exclusion policy. Set up of behaviour monitoring system. |